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## Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

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## Agenda

- Blueprint
  - Discuss LEA Self-Assessment
- The Frame of the Work
  - Discuss the Process
- Meet our Engineers
  - NRMPS Curriculum Design Team
- Organizing Materials
  - Small Group Rotations

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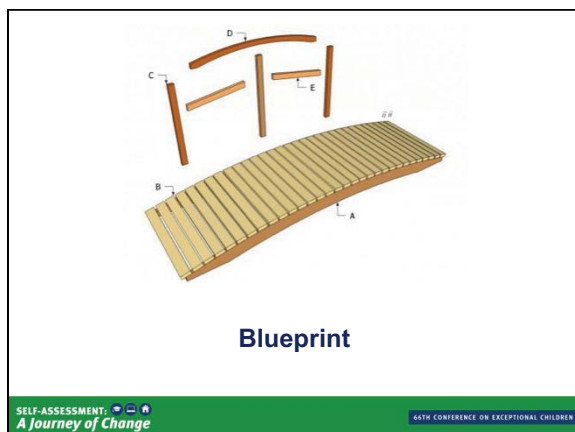
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## Core Elements 3

IEP Development, Implementation, and Outcomes  
The process the LEA uses to support high fidelity implementation of IEP's

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## Core Elements 4

Research-based Instruction and Practices  
LEA identifies, implements, and monitors research-based instruction and practices.

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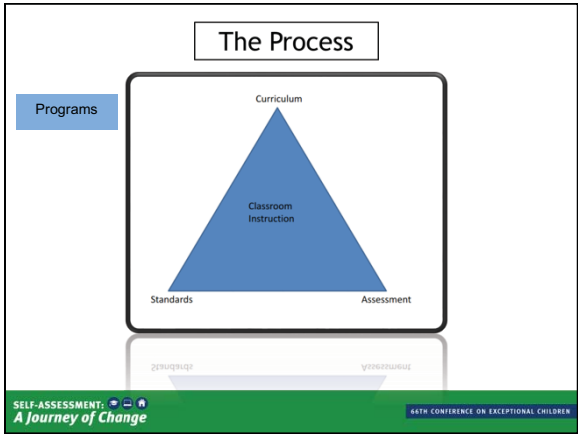
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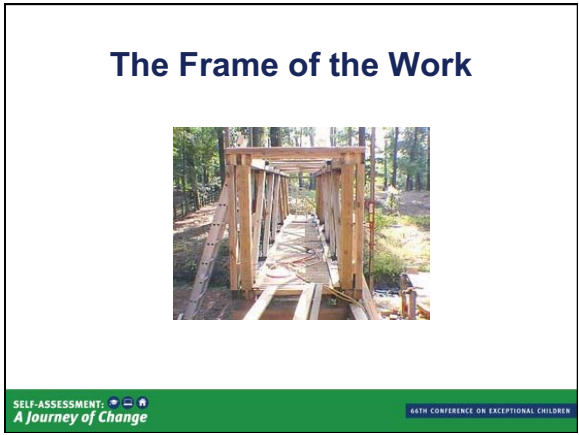
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**Meet our TEAM!**

- \* Melissa Armstrong, Red Oak Middle School
- \* Tommy Curlings, Rocky Mount High School
- \* Cindy McKeel, Nashville Elementary School
- \* Brandon Lucas, Nash Central High School

**Our Engineers**

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Revised Extended Content Curriculum 2016-2017 August/September

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<b>Recognize text structures:</b> EX.R.1.K.4. With prompting and support, ask a reader about unknown words in a text. EX.R.1.K.5. Identify the front cover of the book. EX.R.1.K.6. With prompting and support, identify the print as the part of the page to be read (e.g., show me where I start reading). EX.F.1.4. Engage in sustained independent study of books (e.g., calculate, illustrate a book page one page at a time). a. Independently turn pages or navigate pages in a multi-media book, moving long enough to consider both words and	<b>Number names and counting patterns:</b> EX.C.C.1.1. Understand number words as representing a quantity. EX.C.C.2.2. Understand the concept of "one" and "many". EX.C.C.2.3. Count forward using the 1-10 sequence. EX.C.C.2.4. Write or use an alternative pencil to write numbers 0-10. <b>Continue to learn counting patterns and understand the magnitude of the number:</b> EX.N.O.1.1. Count forward	<b>Identify, physical, properties of objects:</b> EX.C.E.2.1. Identify objects by their physical properties. <b>Understand characteristics of environments:</b> EX.L.1.2.4. Use one or more of the senses to make observations about the environment (e.g., weather conditions). <b>Recognize physical properties of Earth Materials:</b> EX.L.E.2.1.1. Identify change in an object (color, size, shape) using one or more of the senses	<b>Understand the expectations of group participation:</b> EX.R.C.G.1.1. Demonstrate joint attention with a peer. EX.R.C.G.1.2. Follow simple classroom expectations (e.g., keep hands and feet to self, sit in your place, do your work). <b>Understand the expectations of group participation:</b> EX.L.C.G.1.1. Understand how to initiate positive peer interactions. EX.L.C.G.1.2. With prompting and support, demonstrate sustained attention by applying knowledge of positive peer interactions. EX.L.C.G.1.3. Follow simple

NRMS Curriculum Maps  
 K-12  
 All Subjects

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## GO GET YOUR TOOLS!



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Angela Caudle - EC Program Specialist  
[aacaudle@nrms.k12.nc.us](mailto:aacaudle@nrms.k12.nc.us)

Cyndi Steele - EC Transition Coordinator  
[clsteele@nrms.k12.nc.us](mailto:clsteele@nrms.k12.nc.us)

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